

## Management of Graduates of Islamic Education Institutions in The Era of Disruption, Competence of Graduates at IBM (Muhammadiyah Business Institute) Bekasi

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### ABSTRACT

How is the Management of Graduates of Islamic Education Institutions (Bekasi Business Institute) in dealing with changes in the education system in order to implement the educational institution's strategy so that the institution understands, follows, applies, adjusts the conditions of the old system to a new education system in a measurable, systematic manner according to management planning Islamic educational institutions that are capable of producing graduate competencies that meet the demands of all parties? This is a tough challenge in the era of disruption for educational institutions today. However, if this capability can be built by this Islamic educational institution, the competence goals of graduates can be absorbed both in terms of continuing education to a higher level as well as in the industrial world and society can be achieved. This paper uses qualitative research methods, namely research that is descriptive in nature and tends to use analysis. The purpose of this writing is to find out how effective the IBM Islamic Education Institute is in implementing its Graduate Management in accordance with the Graduate Competency Standards.

.Keywords: Management, graduates, disruption, Islamic education

كيف يتم إدارة خريجي مؤسسات التربية الإسلامية (Bekasi Business Institute) في التعامل مع التغيرات في نظام التعليم من أجل تنفيذ استراتيجية المؤسسة التعليمية بحيث تفهم المؤسسة وتتبع وتطبق وتعديل شروط النظام القديم إلى نظام تعليمي جديد بطريقة منهجية وقابلة للقياس وفق التخطيط الإداري للمؤسسات التعليمية الإسلامية القادرة على إنتاج كفاءات خريجين تلبي متطلبات جميع الأطراف؟ هذا تحد صعب في عصر الاضطراب للمؤسسات التعليمية اليوم. ومع ذلك ، إذا كان من الممكن بناء هذه القدرة من قبل هذه المؤسسة التعليمية الإسلامية ، فيمكن استيعاب أهداف كفاءة الخريجين من حيث التعليم المستمر إلى مستوى أعلى وكذلك في العالم الصناعي والمجتمع. تستخدم هذه الورقة طرق البحث النوعي ، أي البحث الوصفي بطبيعته ويميل إلى استخدام التحليل. الغرض من هذه الكتابة هو معرفة مدى فعالية معهد Education Institute IBM Islamic في تنفيذ إدارة الخريجين وفقاً لمعايير كفاءة الخريجين.

المفردات الأساسية: ادارة ، خريجون ، اضطراب ، تربية اسلامية.

## A. PRELIMINARY

Educational Objectives according to HM. Said, (Educational Sciences, Alumni - Bandung, 1989) is an act that educators want to do to their students so that the final result of all their actions is achieved as a condition or characteristic of their society; "social justice" in Plato or "Indonesian independence" in Ki Hadjar. According to him, the body is not the goal but the goal is to change society and change the psychological disposition of the pedagogue - what educators want to achieve is the *das sollen* state of society or individuals. *Das Sollen* means aspects or characteristics or conditions of society that are not yet tangible, but which are intended to be realized through education.

Referring to the educational objectives above, this is the main basis for Islamic educational institutions in producing graduates. Graduate Competency Standards (SKL) have been put in place through Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System which is listed in Chapter I General Provisions Article 1 paragraph 17 concerning National education standards are the minimum criteria regarding the education system in all jurisdictions of the State Unitary Republic of Indonesia. Then in Chapter IX article 35 paragraph (1) it is stated that the National Education Standards consist of content standards, processes, graduate competencies, educational staff, facilities and infrastructure, management, financing, and education assessment which must be planned and periodically improved. These graduation standard rules will be further regulated by government regulations through ministerial regulations that handle education.

The problem is that in the current situation and conditions, starting in the 20th century there was an era of industrial and business disruption until entering the 21st century, the era of disruption expanded not only to the industrial and business fields but also had an impact on economic, cultural and educational conditions. So it is necessary to take action on how management responds to this, especially in maintaining the competence of its graduates.

## B. THEORITICAL REVIEW

The first time the term disruption was introduced by Clayton M. Christensen and Joseph Bower in their article entitled *The Disruptive Innovation* in the Harvard Business Review Journal (1995). Articles that discuss funding and purchasing planning in a corporation are related to future

corporate earnings for the directors of the company. Another figure named Christensen wrote in his book *The Innovator's Dilemma* (1997), in writing the book discussed "The Disruptive Innovation Model", namely an innovation that helps create new markets and opportunities, disrupts or destroys existing market systems, and in the end replace the old technology. Disruptive innovation develops a product or service in a way that the market cannot predict, generally by creating different types of consumers in new markets and lowering prices in old (incumbent) markets.

According to Renald Kasali (2018) there are characteristics of innovation disruption, as follows: 1) Disruption impacts efficiency through business processes that become simpler and easily accessible to customers. 2) Disruption makes whatever quality it produces better than the previous one. If it's worse, obviously it's not a disruption. 3) Disruption has the potential to create markets and new entrants, with market systems that have been closed so far to become open and inclusive. 4) Disrupted products make banking services (financial technology), the service industry and social services now in your hands, with the sophistication of smartphones.

Technology and digital platforms in particular change the pattern of interaction between people. If in business he will make a huge contribution to equity, speed and service. Although a number of psychologists also find negative symptoms and effects that need to be contemplated to be overcome together (Kasali, 2018: 42)

Such rapid changes if not planned will become wild and uncontrollable. That's why social engineering is needed to deal with disruption so that it becomes a positive potential. Small, well-planned changes can have a big impact and can control habits automatically.

Currently, the industry has entered the industrial era 4.0, which is an industry that combines automation technology with cyber technology. Trends in automation and data exchange in manufacturing technologies, including cyber-physical systems, Internet of Things (IoT), cloud computing and cognitive computing. Industry 4.0 produces "smart factories". Within a structured, modular smart factory, cyber-physical systems oversee physical processes, create virtual copies of the physical world, and make decentralized decisions. Through the internet for everything (IoT), cyber-physical systems communicate and cooperate with each other and with humans simultaneously. Through cloud computing, internal and cross-organizational services are provided and utilized by various parties in the value chain. (Priatna, 2019: 13) The Industrial Revolution is a trend marked by the emergence of supercomputers, smart robots, driverless vehicles, genetic editing and the

development of neurotechnology that allows humans to further optimize brain function, manage time efficiently and so on (Nurbaiti, 2021: 8). Initially the Industrial Revolution 4.0 targeted the world of business and manufacturing. The most prominent field is the discussion and creation of artificial intelligence (artificial intelligence), biotechnology and physical technology. At present the Industrial Revolution 4.0 has penetrated various sectors of human life, the economy, health, social and politics, including the world of education. This certainly has an impact on human interaction with each other. According to Schwab, the industrial revolution brought various conveniences and pampered humans with the latest technological advances, so changing what humans could do was much easier and more effective. However, at the same time this industrial revolution changed human identity. The effects and influences can even reach the level of person to person; such as human lifestyle, privacy, perception of work, recreation, individual career advancement and others (Swab, 2019: 92). Japan initiated and put forward the thoughts and concept of Society 5.0 in 2017, then introduced it to the international public on January 21, 2019. This concept prioritizes digital functionalities that are environmentally friendly in helping human needs, so they don't conflict with existing traditions. The goals of Society 5.0 include creating a smart society (Anne; Globble, 2018).

These advanced technological facilities and infrastructure facilitate the learning process. Currently, various classroom learning has been practiced, including internet-based digital or virtual classes. For synchronous learning (direct online learning using teleconferencing applications) and asynchronous learning (online learning processes that provide teaching materials, indirect assignments or communication through replying to messages in discussion forums without face to face).

These learning models can be application-based or digital platforms such as LMS (Learning Management System), as well as virtual face-to-face through various available platforms; from free and unpaid to premium or subscription. However, in practice online learning (online) presents a number of problems, including: 1) Reducing the relationship between students and educators (teachers). Because digital or virtual meetings are not the same as face-to-face meetings in class. 2) Educators are displaced by technology, because they will be competed by search engines and several sources and digital learning materials. 3) Lack of adab, respect and humility of students towards educators, because they are used to surfing for material so that it is possible to get more information from their educators. 4) The ODL (online distance learning) education system is currently less value-oriented (transfer of value), but more of a transfer of knowledge. 5) If you don't have the ability

to filter both the flood of information and many things it will have a negative impact on students. (Bahri, 2021: 5)

Symptoms of disruptive changes that have occurred in the education sector can be seen from several aspects; including the role of lecturers or educators. The role of the lecturer who has been the sole provider of knowledge (the provider of science) has shifted slightly away from its original function. The role and presence of lecturers at present and in the future are increasingly challenging and require very high creativity both inside and outside the classroom.

Disruption and the industrial revolution 4.0 pose a tough challenge to education. Billionaire Jack Ma believes that changing education is a way for the younger generation to compete with robots. This is related to the McKinsey report which states that robots can replace around 800 million jobs by 2030. At the World Economic Forum meeting in Davos, Switzerland, Jack Ma assessed that education is the big challenge of this century. If we don't change the way we educate and teach, we will experience great difficulties in the next 30 years. Education and learning that is loaded with knowledge will override the attitude and skills currently being implemented, which will result in students being unable to compete with machines or robots (Priatna, 2019: 15-16).

### C. METHODOLOGY

Writing this paper uses qualitative research methods, namely research that is descriptive in nature and tends to use analysis. The research location is the Islamic Education Institute Muhammadiyah Business Institute (IBM) Bekasi by analyzing its graduates.

The situation of the last two years during the Covid-19 pandemic illustrates the situation of the learning process and graduates in a social society that is limited and bound by health procedure rules (prokes) which in the implementation of lecture activities (learning - teaching, KBM) are required online (online) greatly affects the quality graduate of.

At the beginning of the pandemic, the government was not serious in dealing with Covid-19 so that it lasted quite a long time and there was chaos both in terms of communication, prevention, patient handling, medical devices and health clinic services, hospitals and health workers spread and intertwine to the point of worsening educational and economic activities widely. The difficulty of getting jobs is a stumbling block for graduates which should be a concern for the government to provide this solution.

## D. DISCUSSION AND SOLUTION

Maintaining the quality and quantity of Islamic educational institutions can be seen from one aspect, namely the graduates. Are institutions able to graduate in large numbers with standard quality graduates even under the standard criteria or just pass them? Passing a small number of graduates with quality that meets the standard, or is the institution able to graduate a large number with quality graduates above the average standard. These three conditions will always exist in the world of educational institutions and LPI will certainly choose the third condition that is able to graduate its best alumni. However, in the process there are those who are able and not in accordance with the hard work of the institution in dealing with change and management implementation.

Understanding and experiencing the changes that occur, it is necessary to have management action against Islamic Higher Education Institutions so that they continue to carry out the educational process. The condition of single management which is still conventional or traditional and is still carried out in several Islamic Higher Education Institutions must be changed immediately using a new, modern management. According to Drs. H. Sadili Samsudin, MM., MPd, (Human Resource Management, 2006), management comes from English, management, which was developed from the word to manage, which means to manage or manage. The word manage itself comes from the Italian language, maneggio, which was adopted from the Latin managiare, which comes from the word manus, which means hand.

The general definition of management is "Working with people to achieve organizational goals by carrying out the functions of planning (planning), organizing (organizing), preparation of personnel or staffing (staffing), direction and leadership (leading), and supervision (controlling).

Here are some definitions of management according to management experts; SP. Hasibuan in his book Basic Management, Understanding, and Problems argues, management is the science and art of managing the use of human resources and other sources effectively and efficiently to achieve a certain goal. Harold Koonts and Cyril O'Donnel in their book Principles of Management and Analyzes of Management Function argue that Management is getting things done through people. In bringing about this coordinating of group activity, the manager, as manager plans, organizes, staffs, directs and controls the activities of other people. That is, management is an attempt to achieve a certain goal through the activities of other people. Patterson and EG. Plowman, in his book Business Organization and Management, defines

management as follows; Management can be defined as a technique by means of which the purpose and objectives of a particular human group are determined, clarified and affectuated. That is, management as a technique so that the aims and objectives of a certain group of people can be determined, explained, and carried out. gr. Therry, in his book Principles of Management defines management as follows; Management is a distinct process consisting of planning, organizing, actuating and controlling performed to determine and accomplish stated objectives by the use of human beings and other resources. That is, management is a distinct process, consisting of planning, organizing, actuating and controlling which is carried out to determine and achieve predetermined goals through the utilization of human resources and other resources. Ralph Currie Davis, in his book Fundamentals of Top Management defines management as follows; Management if the function of the executive leadership anywhere. That is, management is the functions of the chief executive wherever they are. Sondang P. Siagian, in his book Development Administration, states, management is the ability and skill to obtain a result in order to achieve goals through the activities of other people.

From these definitions, we can see that there are those who call management a science and some who think management is an art. Management as a science is a logical and systematic collection of knowledge. Management as an art is a personal creativity accompanied by a skill. Science teaches people about a certain knowledge, whereas art encourages people to practice it. The art of management includes the ability to combine a vision or purpose with certain skills. Thus a manager can be called a scientist as well as an artist. People who have extensive knowledge of the concepts and principles of management are not necessarily able to implement them if they do not master the art of management.

Traditional or conventional management is unlikely to be able to answer the problems that arise in Islamic higher education institutions, especially since these problems are complex, starting from facilities and infrastructure (sapas), leadership, finance, number of students, curriculum, teaching staff, information and technology management, and others. In detail in this discussion, various problems that exist in Islamic Higher Education Institutions will be presented. Private tertiary institutions can be found and spread throughout Indonesia. Examples are the Ahmad Dahlan Islamic Faculty (FAI), UMJ FAI, Attahiriyah FAI, East Jakarta Al Aqidah Islamic Institute (IAI), Al Ghazali STAI Ujung Pandang, Muhammdiyah Business Institute and others. The duration of study is 4-7 years, graduates immediately go into society as well as professions in the fields of industry, social affairs, government, politics, da'wah, and others.

Disruption initially occurred in the industrial world, to be precise in the business world in the early 20th century. Then it spread to various aspects of life, including the world of education. Currently, the term disruption is increasingly being discussed in the real world, especially the world of learning or education, even though the meaning of disruption itself is something uprooted from its roots. (KBBI). What does it mean? In Indonesian education, the cultural roots of the archipelago are the roots for the development of character which must be taught from generation to generation. The civilization of science that is increasingly advanced does not have to leave the civilizations in seeking, understanding and exploring and applying the knowledge received by abandoning the adab of a scientist. It means, first learn the manners and then the knowledge, the knowledge, the technology, the method. So that his knowledge will be respected because of the manners that put forward.

Many graduates who have academic achievements have the best grades, are very satisfying, but lack or are weak in manners. Even though students are not only required to have achievement values but also to be moral children. Which is the dream and ideals of parents, society, religion, nation and country.

The phenomenon of disruption in the world of education cannot be separated from its positive and negative influences. The positive side is that everything can be obtained easily through the internet (cyberspace) with the discovery of artificial intelligence (AI). With this invention, it is easy to do work quickly, effectively and efficiently. Students and lecturers can easily get the learning material they are looking for and study in an instant. However, the negative impact is that students and lecturers become less interacting which psychologically links the depth of relationship both individually and socially, satisfaction, joy, joy, desire to express complaints, ask questions directly. Students are only busy with internet reading, lack of understanding of reading texts and social and laboratory practices, keeping away from real-world interactions. Many lecturers have had their jobs cut and replaced with the internet earlier.

The culture of forgiving when making mistakes, mistakes, rarely being found for real, visiting, face-to-face, giving direct advice/advice has started to disappear, replaced by remote counseling through social media.

The learning conditions in the educational process as above greatly affect the competence of graduates. For LPI it is a challenge in itself how to play an educational institution that still has to prioritize educational morality as its soul but not outdated or always up to date with current developments. Especially regarding this competency, it must be really maintained and proven in the progress of the benefits felt by students and people as a result of their



learning coaching. Are they going to be children who have high achievements and morals, have high achievements - no or less morals, have no morals or less achievements.

According to DR. Hari Suderajat, Drs., M.Pd (Implementation of Competency-Based Curriculum, 2004), assesses the quality of Indonesian education in international comparison is still low. For this reason, efforts are needed to make improvements and increase the quality of education in Indonesia. According to him, efforts to develop and improve the quality of education in Indonesia in a planned manner began in 1969 in the First Five Year Development Program (Pelita I). Until 2003, when the National Education System was enacted through Law No. 20/2003, many efforts had been made to change the curriculum. The implementation of new curricula is an effort to evaluate the strengths and weaknesses of the previous curriculum which is adapted to the times. Frequent curriculum changes, especially those associated with changes in government or political regimes, have a negative impact on the voice of the people, resulting in a statement that replaces the president, replaces ministers, replaces curriculum, replaces textbooks, which can be different every year.

Curriculum changes that have been used in Indonesian education, namely the 1947 Curriculum (1947 Lesson Plan), 1952 Curriculum (Decomposed 1952 Lesson Plan), 1964 Curriculum (1964 Education Plan), 1968 Curriculum (Early New Order), 1975 Curriculum (PPSI – System Development Procedure Instructional), 1984 Curriculum (CBSA – Active Student Learning Method), 1994 Curriculum (1975 and 1994 Blend), 2004 Curriculum (KBK – Competency Based Curriculum), 2006 Curriculum (KTSP – Education Unit Level Curriculum), 2013 Curriculum (Kurtilas). The 2013 curriculum or better known as "kurtilas" is valid until now until the plan for the New Curriculum that is being discussed, namely the Independent Curriculum.

Competence of good graduates will be formed by a good curriculum as well. A good curriculum will produce good education if it is practiced in accordance with the law. Actually, the KBK is aligned with the 2003 national education system. As the concept of competency-based education put forward by DR. Hari Suderajat that in the general provisions of the 2003 National Education System law article 1 paragraph 1 stated that: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. According to him, this is a

process of humanizing humans through learning in the form of actualizing the potential of students to become abilities or competencies.

Competency-based education is also explained in Chapter II article 3 that: "National education functions to develop capabilities and form dignified character and national civilization in order to educate the life of the nation, aims to develop the potential of students to become human beings who believe and fear God Almighty. One, having noble character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen."

All of this is basically in an effort to improve and improve the quality of national education in the country as well as efforts to achieve the competitiveness of Indonesian education in the international world which can be seen in the Competencies of Graduates. Through Law no. 20/2003, the Indonesian Education System is actually sufficient and strong, it remains only to implement it in the field through the education process. However, at this time changes are being made to the law and there will be changes to the Independent Curriculum. However, it received strong criticism from the public because of the deletion or significant changes to several contents that were already good in the law, one of which was the "madrasah" problem so it was only natural that there was not enough supervision from the community that this could happen. Is this effort really aimed at improving the direction of better education or is it being carried away further by the erosion of the era of disruption. So the Management of Islamic Education Institutions in particular must be more active and aware of fundamental changes that undermine cultural roots, educational history, educational goals so that they always know, understand, measure, pay close attention to where this education is headed.

In determining the competence of graduates, Islamic education institutions must know the graduate standards that have been set by the government through the Ministry of National Education and the Office of Education in Provinces and Regencies/Cities as well as the Ministry of Religion and the Provincial and District/City Education Offices.

Based on the National Education Standards in Indonesia which are regulated in PP Number 57 of 2021 in conjunction with PP No. 4 of 2022, which regulates Graduate Competency (<https://kurikulum.kemdikbud.go.id/standar-nasional-education>), explains that Graduate Competency Standards (SKL) are minimum criteria regarding a combination of attitudes, skills and knowledge that show achievement the ability of students from their learning outcomes at the end of the education level. Graduate competency standards are used as a guide in determining the

graduation of students from educational units, except for early childhood education. Graduate competency standards in early childhood education are standards for the level of achievement of early childhood development.

SKL is formulated in an integrated manner in the form of a description consisting of 8 competencies, namely six competencies that characterize the profile of Pancasila students, reflecting the quality of the generation in accordance with national education goals and the views and aspirations of the nation's founders; the other two competencies are literacy and numeracy.

The six profiles of Pancasila students are faithful, devoted to God Almighty, and have noble character; global diversity; worked together; creative; critical reasoning; and independent. According to the Regulation of the Minister of Education and Culture Number 20 of 2016, SKL is a criterion regarding the qualifications of graduates' abilities which include attitudes, knowledge, and skills.

Seeing the current state of education, there are several solutions that can be presented to the problem of management of Islamic educational institutions in the era of disruption so that graduates have good quality competence and strong competitiveness. Every higher education institution in its management always improves and enhances quality management by implementing good management functions starting from planning, organizing, implementing, and supervising. This will give satisfaction to the community about the process and results achieved in good competency graduates. Islamic Higher Education Institutions that operate through non-formal and informal channels immediately change the paradigm from "as is" management to the use of modern management governance even though the implementation is still simple. With the use of simple modern management even without formal accountability, it will be indirectly assessed by parents and the surrounding community as a good role model for homeschooling learning, for example. In the end, when it gets a good rating, the best and most credible recognition from the community, the institution will undoubtedly change, improve, and be able to move up the class to become a formal institution. Non-formal training and education institutions have become an academy because of the growing demands and circumstances for the progress produced according to the competence of its graduates.

All Islamic educational institutions in providing their knowledge must be strong in their religious knowledge in understanding the verses of the Koran and Hadith science as well as other Islamic sciences according to the level of education to answer problems that arise in society and the family environment. Deepen, broaden, and multiply general knowledge which when problems

arise, both theoretically and technically, is always returned to the Koran and Hadith so that students are able to understand verses qauliyah and qauniyah. Early introduction of technology systems regarding new technologies, information systems according to educational level so that students master and understand correctly under the guidance of competent teachers so that they become excellent human beings who are great in science and technology and imtak.

Apart from that, maintaining good relations between educational institutions and alumni in a community forum or bond, which one day will interact with each other, alumni feel proud of their alma mater. By establishing continuous communication with parents as a community that has a big contribution and cares about education. In some cases, such as the condition of the building, the location of the school which is no longer feasible, the management of educational institutions must try hard to improve the situation by asking for help from the surrounding community and local government in an effort to improve educational facilities and infrastructure. If there is a school that has a shortage of students and there is bankruptcy in the administration of education, the management of the institution tries to find the root of the problem. If there is an impasse, the solution is to merge with another school. National Islamic Education Institutions in one forum must have a strong bond of unity to discuss problems that arise in the world of education, especially LPI. In this forum will be broken down and very helpful in advancing the world of education as a whole. Islamic Higher Education Institutions must have strong bargaining power over the government's political policies which are always fully supported when these policies bring education in a better direction, and progress. On the other hand, LPI has a strong critical power to encourage the policies pursued not to be in line with the direction of the Indonesian nation's educational and cultural progress.

With the description above, hopefully it can be applied and becomes a solution for increasing the competency of graduates which is the main task for the management of Islamic educational institutions in the current era of disruption.

## E. CONCLUSIONS AND RECOMMENDATIONS

From the discussion above, it can be concluded several things regarding the Management of Islamic Higher Education Institutions related to Graduate Competencies.

Graduate Management can be achieved well if it follows the rules that already exist both in the Law and the regulations of the government/Permendiknas.

The progress of Islamic Higher Education Institutions will be seen from one aspect, namely the graduates, whether the graduates have met the standards, below the standards or even above the standards of the Graduate Competency Standards that have been made.

Changes in the era of disruption will be able to be faced and responded to wisely if Islamic Higher Education Institutions in addition to increasing the competence of their graduates in addition to science and technology also adhere to the application of the Koran and Hadith in the educational process so that graduates are able to keep up with the times.

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